DOCUMENT RESUME

ED 231 190 FL 013 734

TITLE English Teaching Profile: Morocco.
INSTITUTION British Council, London (England). English Language and Literature Div.
PUB DATE Apr 83
NOTE 16p.
PUB TYPE Reports - Descriptive (141) -- Information Analyses (070)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Educational Policy; *English (Second Language); Foreign Countries; Instructional Materials; *Language Role; Modern Language Curriculum; *Second Language Instruction; Teacher Education
IDENTIFIERS *Morocco

ABSTRACT

This profile of the English language teaching situation in Morocco discusses the role of English within Moroccan society and within the educational system. The status of English as the second foreign language is noted, and the role of English in higher levels of education, from the second cycle of secondary school through university and vocational school instruction and teacher training institutes, is described. Also discussed are English language teaching by the broadcast media, recruitment of teachers of English, teaching materials, educational administration with regard to the teaching of English. developing and planning activities, and English outside the educational system. The extensive support given by the British Council is discussed as is American support provided through the Peace Corps and the U.S. Information Service. Some specific instances of commercial opportunities for English language materials in Morocco are given as well as notes on the state of current English language and literature research. A concluding statement examines the situation regarding the commitment to replace foreign teachers of English with Moroccan teachers. Notes on sources of information are provided. (AMH)

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THE BRITISH COUNCIL
ENGLISH LANGUAGE AND LITERATURE DIVISION

ENGLISH TEACHING PROFILE

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Country: Morocco **Date: April 1983**

Arabic, the official language of Morocco, is widely spoken in its local dialectal form which differs considerably from the dialects of the Middle East. Classical Arabic is taught in schools and knowledge of written Arabic is increasing with the improvement of teaching methods. Berber is the language of much of the population outside the larger towns but has no official status and is not used as a language of instruction. French is the second language of the educated section of society and still widely used in business and administration. Official policy is to replace, progressively, French with Arabic.

1. ROLE AND STATUS OF ENGLISH

Although French remains the predominant foreign language, English is growing steadily in popularity with the increasing diversification of trade and political links, particularly with the United States. It is not used as a medium of instruction, except in isolated cases at the highest postgraduate level. Increasingly, however, a reading knowledge of English is being demanded of undergraduate and postgraduate students in the applied sciences - engineering, statistics, economics, agronomy and information science.

English is not used as a medium of communication within the country. However, it is considered an important language of communication in dealing with other countries, particularly in the fields of business and industry, science and technology, tourism and politics.

2. ENGLISH WITHIN THE EDUCATION SYSTEM

Primary

English is not taught at the primary level in public education. However a number of language schools offer courses for extremely small numbers of children of primary school age.

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Secondary

Secondary education is divided into two cycles, the first lasting four years and the second three years. Entry to secondary education is competitive, as is continuation of studies into the second cycle. Since 1966, English has been taught only in the second cycle, that is in years 5, 6 and 7 of secondary education.

The pattern of English teaching in the second cycle varies slightly according to region and greatly according to specialisation. Teachers generally work one more hour than the students, as a result of the class dividing once a week to allow smaller-group work with only half the number of students at one time.

Préformation classes continue to be a feature of secondary level education, developed out of the classes pilotes started in 1966 with three main aims in view:

i. to compensate for the loss of a year caused by reduction of the English syllabus from four years to three

ii. to provide intensive language training for those intending to become teachers of English

iii. to maintain standards of English for those intending to enter English departments at university.

Students are selected for préformation classes by a creaming process at the end of the fifth year of secondary school, and for their last two years are given eight hours of English a week. One school in each area is designated to run such a class for students from several lycées with twenty-five as the maximum number of students in a class, roughly half the normal. Teachers are often of the rank of educational advisers (counseillers pédagogiques), and in the larger inspectorate divisions of the south are often absent for a number of periods per term. To compensate, some préformation classes in the south timetable students for nine hours of English per week.

Despite official encouragement for the learning of English, the increasing number of students opting for it is such that some lycées are moving students, however unwilling they may be, to other language classes, particularly German and Spanish.

English literature is not taught at secondary level, though simplified readers form an important part of the syllabus. The level attained is not sufficiently high to justify the study of literary appreciation, and official instructions state that the language should only be taught as a means of communication.

English is examined through the formal Baccalauréat examination at the end of the seventh year at secondary school. Each section has a different examination, the degree of difficulty depending on the hours taught per week. Significant changes over the last few years include the removal of the oral component and a reduction in the "coefficient", ie the weighting given to English in the examination. Students have two chances to pass the Baccalauréat, the first in May, the second in June. Only the major subjects are included in the re-sit and English is not among them.

A pass in the Baccalauréat automatically qualifies a student to enter a university. Instituts supérieurs (the specialist colleges) organise their own competitive examination (concours). In the Baccalauréat, English is

weighted in assessing the final mark of each pupil according to whether it is being offered as a major or minor subject.

The syllabus for secondary school English is drawn up and controlled by the Division des Programmes et des Inspections Spécialisées (DPIS) guided by the official instructions of the Ministry of Education. In practice the syllabus is prepared by the inspectors in each region. Many of the present inspectors have recently received training in the Teaching of English as a Foreign Language (TEFL) in Britain, and the new guidelines reflect the influence of communicative methodology. Given the constraints of large classes and poorly-trained teachers the syllabus tends to be structural in framework, but there is considerable interest in the applicability of a functional syllabus to Moroccan lycées. This will be difficult to achieve while the aims of English Language Teaching (ELT) in Moroccan secondary schools are set no more specifically than "to be able to communicate with the world at large", as they are at present.

In autumn 1982 the first volume of Steps to English was introduced to the Moroccan lycée classroom. The Moroccan Textbook Project began in the mid-1970s and the present Textbook Commission is led by an Inspector of English with four other former teachers of English, all Moroccan. Steps to English part 1 is designed for fifth year students, ie beginners, and comes equipped with a visual aids package. Work on the sixth-year textbook is well established.

This book has had a generally favourable reception, designed as it is with Moroccan schools in mind. Its content is general with a bias towards Britain amongst the English-speaking countries. Teachers of sixth- and seventh-year classes continue to choose their own material, mainly British course books such as Practice and Progress and Success with English, along with supplementary material such as Intermediate Comprehension Passages (see below).

The Inspectorate is part of the DPIS. It is responsible for inspecting and examining probationary teachers, maintaining pedagogical standards through inspection, organising in-service courses and conferences and setting Baccalauréat English papers. Morocco is divided into zones d'inspection and each zone has an independent inspector, aided by experienced teachers who act as educational advisers (conseillers pédagogiques). In 1982-83 there were two senior inspectors (one in Rabat and one in Casablanca) and sixteen others, only one of whom was non-Moroccan. The size of inspection areas varies enormously and in Marrakech region, one of the largest, the physical problem of travelling to all the schools occupies a large part of the inspector's time. The number of inspectors is proportional to a subject's importance and English does not yet rate very highly.

Six of the eighteen inspectors of English are women.

Tertiary

The long-established English departments are at the Universities of Rabat and Fes. The Universities of Marrakech and Casablanca now have English departments, not yet fully developed but the complete four-year course is not yet fully developed. The same applies to the new University of Oujda.

University courses last four years in two cycles of two years. Only in the second cycle (ie years 3 and 4) is the level of English good enough to allow Language and Literature studies to be separated; the first year is largely remedial language work. Textbooks are selected by departmental committees of all staff.

The title of the course is Anglo-Saxon Studies. Students cover a rich curriculum, including British and American history and literature and African literature. Examinations are highly selective, and the requirements for the final degree (Licence) are both the passing of the fourth-year final examination and the writing of a paper to be accepted by a two-member jury. The topic of the paper is chosen from a list submitted by the English department. Examinations are both oral and written.

Although the curriculum is not aimed at teaching the methodology of TEFL, many university graduates take up a teaching career. In 1981 47% of all Moroccan teachers of English were newly graduated from university.

Vocational

Several institutes and institutions of higher education run English courses for their students, in an attempt to raise their level of comprehension to that required to cope with the increasing use of English language textbooks, reference books and documentation. Among those are the Institute of Statistics (INSEA), the Institute of Agronomy (INAV), Ecole des Sciences de l'Information (ESI) and Ecole Maitrise Forage (EMF); the last trains field men for the new oil fields in the south.

The concept of English for Specific Purposes (ESP) is, however, not well known and the courses usually bear little relation to the needs of the students. A notable exception is EMF, where several teachers from the British Council Language Centre have run an ESP course since September 1981.

Non-Formal and Adult

Within the state education system there is no provision for the teaching of English to adults.

Teacher Training

In 1975 only 32% of English teachers in Moroccan secondary schools were themselves Moroccan; by 1982 this figure had risen to 80%. Vacancies are now filled by Moroccans and the large foreign contingent of teachers, mainly French, has decreased dramatically over the last six years. The figures for teachers in 1981-82 were:

Moroccans	1339
French	178
Americans (Peace Corps Volunteers)	105
Others	42
Total:	1664

The Inspectorate acknowledges in its annual report that the rapid Moroccanisation of the teaching cadre resulted in a fall in the quality of teaching over the four years 1977-81. The rate of increase of fully qualified Moroccan teachers of English is very slow (43.5% in 1979-80, 46% in 1980-81). At least 47% of the present teaching cadre have no TEFL training at all, coming as they do from the purely academic environment of the universities.

Teacher training facilities in English

The Ecole Normale Supérieure (ENS) in Rabat was founded in 1957 with UNESCO aid and in 1983 is to become a full Faculty of Education within Rabat University. At present it offers a one-year postgraduate course in ELT which includes methodology, linguistics, phonetics, educational psychology and practical teaching. Proposals exist for a full four-year course in TEFL. Students from the ENS are the elite of the teaching cadre and enjoy the benefits of being established civil servants (titulaires).

The Centre Pédagogique Régional (CPR) in Rabat trains first cycle teachers. Since no English is taught in the first cycle of secondary school there is theoretically no need for an English department. It was founded in 1975 as a short term means of rapidly increasing the number of Moroccan teachers. Graduates of the CPR's English department therefore teach in the second cycle but receive only first cycle pay.

Students must possess a Baccalauréat. Until 1982 there was a competitive entrance examination but this was replaced for the academic years 1982-83 and 1983-84 by computer selection which failed to produce students with as high a standard of English as the examination system. At present 120 students study English at Rabat. The CPR is now situated next to the ENS, with potential advantages in shared facilities and closer contact between staff and students.

CPR Casablanca: The English department was founded in 1977 and there are now 128 students and twelve staff. As in Rabat, most of these teacher trainers are French, American or British.

After two years at a CPR, the student receives a diploma granting first cycle teacher status. The curriculum has been centred on improving the students' language skills rather than on methodology, although there are both methodology and teaching-practice components in the course. The training tends to encourage students to follow one model, which has a fairly rigid pattern of presentation, drilling, practice etc.

The Inspectorate acknowledges that CPR-trained teachers of English face many linguistic and professional problems. In order to upgrade the professional ability of CPR graduates, there [illegible] the [illegible] an opportunity to [illegible]

Teachers entering the profession from university are [illegible] by the Inspectorate during their first year of teaching which is, in effect, a probationary year. They must then take a written and practical qualifying examination, the CAPES, in order to obtain full professional status (titularisation).

In addition to the above there are two other categories of teacher. The first are those who started, but did not complete, a university degree. They teach, as do CPR graduates, in the second-cycle for first-cycle pay but cannot become fully qualified second-cycle teachers until they complete their degree.

The second are those teaching in the second cycle with only a Baccalauréat qualification. Known as instituteurs stagiaires, there were forty-one such teachers in 1981-82, teaching English in the second-cycle although they can only ever hope to achieve the status of a primary school teacher.

[redacted] (Centres Régionaux), organised locally by inspectors and regional advisers. There are usually two or three such conferences each year in each major centre. The Inspectorate also organises occasional seminars for teachers, sometimes with ODA and/or British Council assistance. Between ten and twelve teachers each year receive bursaries to attend British Council Summer Schools in Britain.

There is no formal or specialised training for university teachers, EMS/CPR teacher trainers or teachers of English in Instituts supérieurs. English teachers in these establishments are largely dependent on postgraduate courses abroad, notably in Britain or the United States, for initial and further training (see below).

Distance Learning

English Language Teaching Programmes are broadcast by both radio and television. BBC English by Radio and Television supplies a number of radio series for broadcasting but the majority, and all the present television series, are American (some of rather poor quality). Those involved in educational broadcasting seem to lack clear aims and objectives as to what the English broadcasts should be doing and to whom they are directed. Some lycées certainly use the programmes regularly, but lack of equipment prevents the majority from taking classroom advantage of the broadcasts. There is no back-up of books or other materials to support the programme.

3. TEACHERS OF ENGLISH

The Universities of Rabat, Fès, Marrakech and Oujda all have British expatriate lecturers recruited by the English departments themselves. The number varies from year to year but is in the region of seven in Rabat, three in Marrakech, four in Fès and only one at present in Oujda. Expatriates also teach in the CPR Rabat (two provided by the British Council Language Centre (BCLC) with ODA support) ESI Rabat (one from BCLC with ODA support) and CPR Casablanca.

The majority of British teachers in the universities teach literature.

[redacted] great problems for Moroccans returning from study in Britain. Establishing equivalence with a particular Moroccan or French qualification can take as long as a year, during which time no salary is paid. The French obtain full professional status without difficulty as the Moroccan system is modelled on the French. Americans who are not with the Peace Corps, and other expatriates, have the same problems of recognition as unsupported British teachers.

Despite the problems of recognition a considerable number of Moroccan teachers, including half the present Inspectorate, have been to Britain for postgraduate studies in TEFL. British expertise in TEFL is openly acknowledged and the ODA-funded input of two British Council teachers in Rabat CPR has worked well.

The Moroccan Association for Teachers of English (MATE) was formed in 1980 and its Secretary, Khalid Ouahidi, reported that the Association held its first annual conference in 1981, although most of its members are drawn from the cities at present, it is slowly becoming better known. A Newsletter is published three times a year as well as the Proceedings of the Conference.

4. TEACHING MATERIALS

Secondary

1982 saw the publication of the first book in what is to be an integrated series of three books for Moroccan lycées. Published locally, Steps to English is a reasonably attractive textbook illustrated by a Frenchman (who fails among other things to depict accurately the numbers in a British football team, attributing number eleven to the goalkeeper) but nevertheless preserving a clear enough style. This book, accompanied by a visual aids package measuring roughly 60cm by 30cm which contains separately and cassettes for the listening exercises, is based on a [illegible] approach. The aim is to get the students using English as soon as possible.

A teachers' book is available too, but for many teachers the style and approach are so radically different from what they have been used to that a great deal of support is necessary from inspectors and conseillers pédagogiques. The CPR in Rabat has not yet changed its syllabus for first-year teachers to take account of this book.

Sixth year classes use mainly:

> Intermediate Comprehension Passages, Byrne D, Longman, 1971.
> Kernel Lessons Intermediate, O'Neill R, Longman, 1979.
> Practice and Progress, Alexander L, Longman, 1967.

Seventh-year classes may continue with the same books, as well as using Have a Go! published in Morocco, and written by an English lady who worked in Moroccan lycées for several years. (Have a Go! Mesfioui, Ahmed and Mouncine, Imad, 1983 (Société Marocaine des Editeurs Réunis), Rabat, 1982).

Simplified readers are used in the sixth and seventh years, [illegible]

University

The material used in university English departments reflects both the choice of individual lecturers and the need for the first year to focus on remedial language work.

Centre Pédagogique Régional

Training for the ordinary students at a CPR emphasises language rather than methodology. Books used include:

> Practice and Progress, Kernel Lessons Intermediate
> From Paragraph to Essay, Parts I and II, Scott A F, Cambridge University Press, 1941.

The syllabus for the cycle spécial (see above) is more demanding. The books include:

Whiteson and Mackin, Oxford

irk and Greenbaum, Longman 1973.
Wilkins D, Arnold, 1974.
ary of Current English, Oxford

ivand and Bivand, Pergamon, 1980.
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English for Specific Purposes

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Audio-visual material

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5. ATION TO ENGLISH TEACHING

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6. TEACHING OF ENGLISH

school system in Morocco. In the
230 teachers of English in the whole
occan. Comparable figures for 1981-82

show 1664 teachers providing English teaching in all secondary schools, of whom 1339 were Moroccan. Since Independence in 1956, the French have continued to run lycées in the large cities based entirely on the French system, with English placed according to the fashion prevailing in France at any particular time. Moroccan secondary schools were originally based on the French model, with English rarely an available option, but in recent years significant moves have been made, to make the syllabus appropriate to the needs of the Moroccan pupils. Two of the results are: first the gradual change to teaching the majority of subjects in Arabic and, second, attempts to relate the teaching to the job market. In English, the publication of the first volume of the Moroccan textbook Steps to English marks the end of reliance on foreign (mainly British) materials and a significant move towards relating English teaching to the cultural and educational background of the pupil.

Over the last few years there have been several changes in the requirements for English as part of the school curriculum. It was first taught in all seven years of secondary school; subsequent restrictions allowed it to be offered only from the third year of secondary school and finally, the present situation, only in the last three years of secondary school (ie years 5, 6 and 7). Within the last five years, the oral component of the English Baccalauréat examination has been removed and English withdrawn altogether as a subject to be tested in the second session of Baccalauréat examinations. The objectives for teaching English in school remain vague. In 1978 a seminar pour la refoute de l'enseignement de l'anglais au Maroc, with representatives from all levels of ELT in the country, made several recommendations for clearer guidelines to be drawn, but these have apparently not been followed up.

Nevertheless, most members of the English Inspectorate are aware of the deficiencies and actively trying to remedy the situation. It is hoped that the Textbook Project will lead to a more clearly defined statement of objectives.

7. ENGLISH OUTSIDE THE EDUCATION SYSTEM

Several Ministries now include English in their training programmes and use teachers from the British Council Language Centre or other commercial schools on a contract basis. Demand is extremely large and the managers of training departments often have great difficulty keeping numbers down to what the Ministry can afford. Most students are in the ability range from lower intermediate to complete beginners.

A number of academic research and training institutes offer courses in English.

Despite the interest in English there are remarkably few commercial language schools operating in Morocco. Those known to be in business at the moment are:

Casablanca: International House
The British Centre
The English Institute

Rabat : International Language Centre (linked with International House)

Agadir : Tutor Centre

American Language Centers exist in Rabat, Casablanca, Tangiers and Marrakech (see Section 9).

The British Council Language Centre in Rabat continues to operate successfully and has recently expanded considerably (see Section 8).

All the schools in Rabat and Casablanca, including those attached to the American and British cultural organistions, run some ESP courses, the number and extent of which vary with the season. Demand is always greatest at the beginning of the financial year in January.

The only English-medium schools in Morocco are the American schools in Casablanca, Tangier and Rabat. The last has classes through all the grades of the American system including High School.

8. BRITISH SUPPORT FOR THE TEACHING OF ENGLISH

One of the three members of the British Council permanent staff in Rabat acts jointly as Director of Studies (DOS) of the British Council Language Centre and English Language Officer (ELO). In the latter capacity the DOS/ELO has been working closely with the Moroccan English Inspectorate for several years, and has often participated in journées pédagogiques and conferences arranged jointly between the British Council and the Inspectorate.

The Council has given a great deal of support, both financial and professional, to the development of the Moroccan Textbook for lycée students. It maintains contact between the Council and the university English departments, teacher-training institutions, private language schools, the educational programme department of Radio Télévision Morocaine (RTM), and Radio Télévision Scolaire (RTS). RTM controls the output of ELT programmes on radio and RTS is in charge of ELT programmes on television.

The Council also organises book exhibitions, and provides visiting British experts to visit institutions and/or take part in conferences.

Two locally-engaged contract teachers from the British Council Language Centre teach part-time at the Centre Pédagogique Régional in Rabat and a third at the Ecole des Sciences d'Information, all partly funded by the ODA.

Bursaries are made available each year to allow ten to twelve teachers to attend British Council Summer Schools for Teachers of English.

In 1982-83, the British Council's Language Centre in Rabat employed seven full-time locally-engaged contract teachers, one of them London-recruited. In addition hourly-paid part-time teachers were employed, whose number varied between ten and fourteen, depending on the time of year and the classes available. At peak enrolment there are nearly 900 students and, as well as providing supply teachers for the CPR and ESI on ODA money (see below), contract teaching is undertaken with the school that prepares men to work in the oilfields. Several Ministries send students to the Language Centre to take part in ordinary classes. A resource centre is being built up within the Language Centre to provide a shop-window for British EFL books and materials.

No cultural activities are associated with this Language Centre, which is situated approximately ten minutes walk from the main library. Students of the Language Centre are, however, automatically members of the main British Council library and can attend the film shows, talks, exhibitions, etc which take place there.

Teaching at the Language Centre is mainly at lower levels but between ten and twenty students are prepared each year for the ARELS examinations, approximately thirty for the Cambridge First Certificate in English (FCE) and fifteen for the Certificate of Proficiency in English (CPE).

No other Council-employed or Council-sponsored ELT staff work in Morocco. International House, however, recruits from the UK for both Casablanca and Rabat; expatriate staff teach at the other language schools, usually on an hourly basis.

Availability of British teaching materials has been a great problem but the situation is now improving, with more bookshops opening which specialise in English language books. Such bookshops now exist in Rabat, Casablanca, Marrakech, Fès and Oujda. The standard textbooks used in schools have generally been available, such as First Things First and Practice and Progress by Alexander (Longman) and Success with English by Broughton (Penguin), although this last series is now being phased out in Moroccan schools. The Kernel (Longman) series is proving increasingly popular in both private language schools and lycées. The British Council Langage Centre, by piloting new courses and asking the American Bookstore to order them, is helping to present a wider selection of British books to the public.

9. AMERICAN SUPPORT FOR THE TEACHING OF ENGLISH

The Peace Corps maintains an active presence in Morocco; in 1982-83 it had 105 volunteer teachers in lycées or ELT support work. The more senior of these teachers (generally in their second or third year in Morocco) are used to train and monitor the other volunteers. In addition there is one volunteer running a language improvement course in Rabat CPR and another attached to the Textbook Commission.

USIS maintains contacts in all the areas that interest the British Council. A recent collaboration between USIS and the Council over the International Linguistics Institute in Rabat in 1982, whereby the English-teaching section was amicably shared out between them to the great benefit of the ILI, demonstrated the friendly relations between American and British colleagues in Morocco. Like the Council, USIS brings lecturers to Morocco and promotes the sale of American books. It is also involved in several large programmes for financing Moroccan student visits to the USA. Recent political moves towards a closer relationship between Morocco and the USA have underlined the existing attraction of America to Moroccans planning further study in all fields, including EFL and linguistics.

The American Language Centre in Rabat moved into new premises in January 1983, allowing many more students than before the opportunity to study English. Somewhat surprisingly, the ALC remains poorly equipped compared to the British Council Language Centre, and all its teachers are hourly-paid.

Generally friendly relations over ELT exist between the Council, USIS, the Peace Corps and the American Language Centre, although contact is by no means regular. The Council's Director of Studies/English Language Officer took an active part in the Peace Corps TEFL Conference in 1982, and several volunteers have attended seminars in the British Council Language Centre.

10. NO OTHER AGENCY SUPPORT

None.

11. COMMERCIAL OPPORTUNITIES

Moroccan publishers handle very little material in English, the major works being either ELT textbooks (Steps to English, Have A Go!) or glossy books aimed at the tourist market. All the major British publishers show an interest in Morocco, and ELT representatives in particular pay occasional visits to the major cities.

The four bookshops referred to in Section 8 keep limited stocks of textbooks and prefer to order for a particular purpose. The demand for British books and materials has therefore to be created in the institutions themselves, the bookshops acting as import agents.

When the third volume of Steps to English is published, probably in 1986-87, no foreign textbook will be considered as a main coursebook in lycées. There will be a demand for supplementary material, however, chiefly in the form of simplified readers.

To import either hardware or software is not easy and cassettes in particular, both video and audio, are subject to extremely close scrutiny. At present (February 1983) it is impossible for the American Bookstore in Rabat to import any tapes that accompany published material. Video equipment is available now and the VHS system is most widespread, although the cultural centres of Britain, USA, Germany and France use Sony-U-matic as do several tertiary institutions.

The new texbook for Moroccan lycées is accompanied by tapes, which implies a widespread availability of tape or cassette recorders. This may be true for the larger lycées, particularly in cities, but for the majority of schools there is, as yet, very poor distribution of such machines and those that do exist are often badly maintained.

British EFL books are very well thought of in Morocco and efforts are in progress to improve the import situation.

There is little sign at the moment of funds being available to encourage demand for paid services from Britain in any other aspect of ELT. There has been little change in the number of private language schools in Morocco over many years and only the International Language Centre/International House offers an opportunity for its students to go to a British language school during the summer.

12. CREATIVE WRITING

The university departments of English occasionally produce a selection of the best student essays, but otherwise no creative writing is published in English.

13. CURRENT RESEARCH

Within the University of Rabat an Educational Research Institute (Institut Pédagogique National) conducts general educational research, including EFL. It published occasional papers as well as La Revue Pédagogique, a review in French and Arabic of its whole range of research. ELT is a very small part of this and papers dealing with specific ELT, rather than linguistic themes, rarely appear.

Research in English language and literature is conducted in a number of institutions at various levels.

University of Rabat: Two postgraduate programmes co-exist; both offer a choice of specialising in either literature or linguistics. The more firmly established is a taught course with research leading to the Certificat d'Etudes Complémentaires (CEC). Its literature component started in 1975 and in 1982-83 had thirty-five students; its linguistics component started in 1980, with twenty-five students in 1982-83. The second of the taught programmes is known as the Formation des Formateurs (FF) and has twenty-two students, eleven each on the literature and linguistics sides. Both the FF and CEC are at the level of troisiéme cycle. The difference is that the FF students are under contract to the Ministry to work in universities after their graduation, while the CEC students are under no such obligation.

University of Fès: A postgraduate taught programme, with some research, exists in English literature. This had approximately fifteen students in 1982-83.

Ecole Normale Supérieure Rabat: Short research projects are part of the one-year postgraduate TEFL programme.

Centre Pédagogique Régional Rabat: As with the ENS, short research projects are part of the "postgraduate programme", in this case the cycle spécial (see Section 2). Difficulties in providing adequate research material for the students are admitted, and negotiations are in progress to permit CPR students to use the well-equipped ENS library.

For the most part, the research in ELT reworks well-worn fields concerned with teaching various aspects of grammar, etc, in Moroccan lycées.

An informal link exists between the University of Rabat and the University of Strathclyde. Many members of staff of English departments have received training in Britain, notably at the University of Edinburgh, the University of Wales (Bangor, Cardiff, Aberystwyth) the University of Leeds, the University of Manchester and Christchurch College, Canterbury, as well as Moray House College of Education in Edinburgh.

Recent years have seen an average of four to six specialist visitors to Morocco each year, and five to six scholarships per year in English language and applied linguistics - funded by the ODA. One British Council Scholar was studying for an MA in English literature in Britain in 1982-83.

14. BIBLIOGRAPHY AND FURTHER INFORMATION

The most practical sources of information on teaching in the schools are found in occasional papers produced by the Inspectorate of English, particularly the annual summary of statistics entitled Elements Statistiques Relatifs à la Composition et la Répartition du Personnel Enseignant l'Anglais.

For this Profile acknowledgement is particularly due to Mohammed Kaddioui, Inspector of English in Rabat and leader of the Textbook Project, for permission to use his invaluable article, written for the World Higher Education Communiqué in 1981, on ELT in secondary schools in Morocco.

The English departments of each university produce annual summaries of syllabus requirements and set books.

Occasional papers on a variety of subjects in education are produced by l'Institut Pédagogique National (see Section 13).

A considerable amount of unpublished research on topics related to ELT in Morocco is to be found in the library of the Ecole Normale Supérieure, produced by students on the postgraduate TEFL course. Unfortunately, access is very difficult for anyone but a student of the ENS.

15. GENERAL STATEMENT

The commitment to replacing foreign teachers of English with Moroccan teachers is as strong as ever, despite the problems of training the required numbers. The Inspectorate notes with satisfaction that Moroccans now make up more than 75% of the total number of English teachers, that the proportion of first-cycle teachers of English is diminishing and that practically all the new first-cycle teachers recruited in September 1981 had received some professional training.

A severe problem remains, however. As the absolute number of English teachers increases every year, the percentage of fully qualified second-cycle teachers remains well below 50% of the total. It is estimated that at least twenty years will be needed at the present rate of growth before the English teaching cadre is composed only of such teachers.

The number of students that can be trained for the one-year Postgraduate Certificate in Education in TEFL at the Ecole Normale Supérieure is limited to a maximum of forty but, with the upgrading of the ENS to a full faculty in 1983, it is hoped that further options will become available in the training of English teachers. It will be several years before the Moroccan textbook is established in lycées, and a great deal of retraining will be necessary to ensure that it is used effectively.

English continues to grow in importance in Morocco and many institutions, companies and Ministries include some hours of English in their training programmes. Unfortunately the teaching remains for the most part badly planned, with no clear idea of the aims and objectives of the syllabus. The teachers are often unqualified and paid on an hourly basis and this, with the difficulty of obtaining materials, adds to the general lack of success of ESP teaching so far. There are exceptions, the Ecole des Sciences d'Information (School of Information Science) being one, and the idea of drawing up syllabuses specially related to the needs of the students is slowly catching on, at least in principle. Recent British Council involvement in teaching on such training programmes has been very successful and done a great deal to raise the expectations of what teachers can achieve with properly designed courses.